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IMPROVING STUDENTS' LISTENING COMPREHENSION BY USING AUTHENTIC MATERIALS AT THE SECOND YEAR OF STATE SENIOR HIGH SCHOOL 2 TAMBANG



BY

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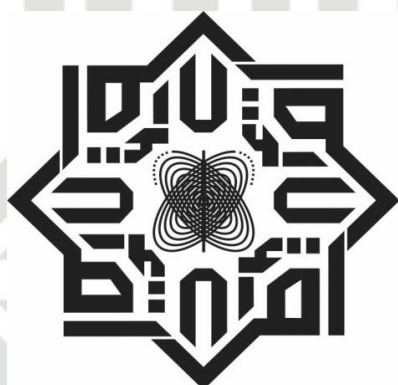
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USING AUTHENTIC MATERIALS AT THE SECOND YEAR
OF STATE SENIOR HIGH SCHOOL 2 TAMBANG**

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Submitted in Partial Fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd.)



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The thesis entitled *Improving Students' Listening Comprehension by Using Authentic Materials at The Second Year of State Senior High School 2 Tambang* is written by Shella Risman Putri, SIN. 11414203125. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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EXAMINERS APPROVAL

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Finally, the researcher realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

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Pekanbaru, February 24th 2020
The Researcher

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ABSTRACT

Shella Risman Putri, (2020): Improving Students' Listening Comprehension by Using Authentic Materials at The Second Year of State Senior High School 2 Tambang.

The main focus of this research is to investigate whether there was a significant effect of using Authentic Materials on students' listening comprehension at State Senior High School 2 Tambang. The writer formulated the problems into three research questions that would be answered by using quantitative research. This research had two variables, Authentic Materials as an independent variable and students' listening comprehension as a dependent variable. This research was a quasi-experimental research. The writer selected two classes from total nine classes by using cluster random sampling technique: experimental and control class. There were 64 students as sample out of 214 students. In collecting the data, the writer used multiple choice question test. In analyzing the data, the writer used descriptive statistics and independent sample t-test formula calculated by using SPSS 23 version continued by using eta square formula. Based on the analysis of t-test Formula, the sig. value is 0.000. It could be stated that $0.000 < 0.05$. Then, the effect size is 0.19 categorized into large level. The writer concluded that there is significant effect of using Authentic Materials on students' listening comprehension State Senior High School 2 Tambang.

Key words: *Authentic Materials, Listening comprehension*

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ABSTRAK

Shella Risman Putri, (2020): Meningkatkan Pemahaman Mendengarkan Siswa dengan Menggunakan Materi Otentik di Tahun Kedua SMA Negeri 2 Tambang.

Fokus utama dari penelitian ini adalah untuk menyelidiki apakah ada pengaruh yang signifikan menggunakan Materi Otentik pada pemahaman mendengarkan siswa di SMA Negeri 2 Tambang. Penulis merumuskan masalah menjadi tiga pertanyaan penelitian yang akan dijawab dengan menggunakan penelitian kuantitatif. Penelitian ini memiliki dua variabel, Materi Otentik sebagai variabel independen dan pemahaman mendengarkan siswa sebagai variabel dependen. Penelitian ini adalah penelitian eksperimental semu. Penulis memilih dua kelas dari total sembilan kelas dengan menggunakan teknik *cluster random sampling*: kelas eksperimen dan kontrol. Ada 64 siswa sebagai sampel dari 214 siswa. Dalam mengumpulkan data, penulis menggunakan tes soal pilihan ganda. Dalam menganalisis data, penulis menggunakan statistik deskriptif dan rumus *independent sample t-test* yang dihitung dengan menggunakan versi SPSS 23 dilanjutkan dengan menggunakan rumus *eta square*. Berdasarkan analisis Formula uji-t, nilai sig. adalah 0,000. Dapat dinyatakan bahwa $0,000 < 0,05$. Kemudian, *effect size* 0,19 dikategorikan ke dalam level besar. Penulis menyimpulkan bahwa ada pengaruh yang signifikan dari penggunaan Materi Otentik pada pemahaman mendengarkan siswa SMA Negeri 2 Tambang.

Kata Kunci: Materi Otentik, Pemahaman Mendengarkan

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ملخص

شيللا ريسمان فوتري، (٢٠٢٠): ترقية فهم المسموع لدى التلاميذ باستخدام مادة أصلية في الفصل الدراسي الشفعي بالمدرسة الثانوية الحكومية ٢ تمبنج

إن هدف هذا البحث لمعرفة أثر هام من استخدام مادة أصلية في فهم المسموع لدى تلاميذ المدرسة الثانوية الحكومية ٢ تمبنج. ووضعت الباحثة ثلاثة أسئلة ستم إجابتها بالبحث الكيفي. ولهذا البحث متغيران، أولهما مادة أصلية وهي متغير مستقل وفهم المسموع لدى التلاميذ وهو متغير غير مستقل. وهذا البحث شبه بحث تجريبي واختارت الباحثة فصلين من تسعة فصول من خلال العينة العنقودية: الفصل التجريبي والضبطي. فعدد العينة ٦٤ تلميذا عينته الباحثة من ٢١٤ تلميذا. وجمع البيانات استخدمت الباحثة الاختبار بخيارات متعددة. ولتحليلها استخدمت تحليلا إحصائيا وصفيا وصيغة t -اختبار للعينة المستقلة بمساعدة برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٣ وصيغة تشي تربيع. وبناء على التحليل في t -اختبار، إن نتيجة سيج $0.000 > 0.000$ ، فيمكن أن يقال إن $0.000 > 0.005$. ومدى الأثر ٠،١٩. ويكون في المستوى الكبير. وبناء على ما سبق استنتج أن هناك أثرا هائلا من استخدام مادة أصلية لفهم المسموع لدى التلاميذ بالمدرسة الثانوية الحكومية ٢ تمبنج.

الكلمات الأساسية: مادة أصلية، فهم المسموع.



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CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is the one skill that is used the most in everyday life. Listening skill is a receptive skill, the way in which people extract meaning from the discourse they hear which must be taught if the ability to understand the spoken form of the foreign language is not acquired naturally. Listening is an active skill because listeners do not only receive the things they hear but also do a great constructive work and interpretative work by integrating the information with the real world knowledge. Richards (as cited in Milasari 2008, p. 5) "There are two knowledge points of listening comprehension learning, namely knowledge of the syntax of the target language and the knowledge of the real world".

Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge. Coakley and Wolvin (as cited in Milasari 2008, p. 7) "listening comprehension in second language is the process of receiving, focusing attention on, and assigning meaning to aural stimuli. It includes a listener, who brings prior knowledge and cognitive process to listening task, the aural text, and the interaction between the two". Furthermore, Farris (1995) cited in Osada (2004, p. 56) "listening comprehension as a process by which students actively

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from of mental representation of an aural text according to prior knowledge of the topic and information found within”.

State Senior High School 2 Tambang is one of the Senior High School in that still use School Based Curriculum (SBC) in English teaching and learning process as the current curriculum. At State Senior High School 2 Tambang, especially for the second year, the teacher has applied school based curriculum. The teacher use some text book in teaching listening process. The teacher give some example from text book, it means that the students just listen that teacher say.

Based on the primary study, the aurnors of State Senior High School 2 Tambang clearly that most of students is still very far for from the expectation of curriculum. This evidance is supported by a listening comprehension that influences the student’s passing grade criteria that cannot be achieved by the student. Based on primary study, the writer justify there are several phenomena found at the students of second year students of State Senior High School 2 Tambang:

1. Some of students were not able to identify topic of texts.
2. Some of students were not able to identify specific information of texts
3. Some of students were not able to identify meaning of words in texts.
4. Some of students were not able to identify communicative purpose of texts

Therefore, the writer wants to apply an appropriate media that can solve the problems. Authentic Materials is selected as a solution to this

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problem. The common reasons of using Authentic Materials afford examples of real life English where in everyday conversation there are hesitation, false starts, filled and empty pauses, etc. Which characterized natural speech. This kind of materials also help learners to become familiar with the real cadences of the target language, and learners need practice in the real-life of extracting meaning from utterances where much of the language is beyond their current state of knowledge.

Underwood (1989, p. 100) says," Authentic Materials allows the students to hear a much more real act of communication with all the interactional features which are normally not found in scripted materials". If students are given a chance to listen to a range of authentic texts, they will sample many different voices, with various accents. They will also hear people expressing things in variety of ways, for example, anger that is expressed by shouting or by choice of words or by many interruptions. In short, learners are confronted with 'real life' experience in which they will have to function.

Authentic Materials such as movies, songs, and chatting at a party are often entertaining. With the application of this material, students will learn the target language in unconscious process. As they become absorbed in the activity they feel free from any burden like anxiety, fear, being shy etc that they may experience. The latest news, attending a lesson and being tested orally in a subject of study are often informative that students are eager to know any information they contain. In addition, because the language is usually colloquial, the students will be encouraged to be more attentive as long

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and the task and the purpose of listening are explicitly stated. Based on the problems, the writer is interested in observing the problems above into research entitled “**Improving Students’ Listening Comprehension by Using Authentic Materials at The Second Year of State Senior High School 2 Tambang**”.

B. Problem

1. Identification of the Problem

Based on the phenomena described above, the writer is going to identify the problems as follows:

- a. What makes some of students unable to identify topic of texts?
- b. What makes some of students unable to identify specific information of texts?
- c. What makes some of students unable to identify meaning of words in texts?
- d. What makes some of students unable to identify communicative purpose of texts?

2. Limitation of the Problem

Authentic materials and listening comprehension covered many issues that deserve to be investigated. Thus, the writer will limit this study on students’ listening comprehension of monologue text which will be supported by authentic materials.

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3. Formulation of the Problem

Based on the research background above, the writer formulates the problem as follows:

- a. Is there any significant effect of using authentic materials on students' listening comprehension at the second year of State Senior High School 2 Tambang?

Objective and Significance of the Research

1. Objective of the Research

- a. To find out whether there is or not any significant effect of using authentic materials on students' listening comprehension at Senior High School 2 Tambang.

2. Significance of the Research

Related to the objective of the research, the significance of the research is as follows:

- a. This research finding is expected to support the theories related to the English education, in the terms of students' listening comprehension.
- b. These research findings are also hopefully, useful and valuable, especially for students and the teachers of English at State Senior High School 2 Tambang to be consideration in their teaching and learning process in the future.
- c. This research is also expected to be the practical and theoretical information to the development of the theories in language teaching.

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In order to avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the terms used, as follows:

1. Authentic Materials

According to Richards & Schmidt (2010) authentic materials are texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programs, etc., Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials. Thus, in this research authentic materials that will be used are tapes of natural speech such as monologue.

2. Listening Comprehension

Richards & Schmidt, (2010) stated that listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

The theoretical framework of this study is based on the concepts, theories and previous study about listening comprehension and authentic materials that will be discussed below.

1. The Nature of Listening Comprehension

Listening is one of skill that should be learnt by the students in the school. Listening is a receptive skill but it is not a passive skill because decoding of a message (i.e. listening) calls for active participation in the communication between the participants (Broughton, et.al, 1980). According to Nation & Newton (2009) listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. This means that listening is the most important thing for someone before they can speak well. Because their first language depends on what they listen first.

The goal of listening is comprehension. As Broughton et al., (1980) said that a receptive skill is involved in understanding the message. In listening, listener should be able to understand message delivered by speaker. Richards & Schmidt, (2010) said that listening comprehension is the process of understanding speech in a first or second language. In second language, they also add that listening comprehension focused on

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understanding the individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the listener's expectations, the situation and context, background knowledge and the topic.

In line with statement above, Vandergrift, (1999) also mentioned that listening comprehension is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. Thus, listening comprehension is the way listener understands the message, including the linguistic units by considering its contexts.

a. Types of Listening

There are many types of listening according to expert. According to Brown, (2004) there are four types of listening performance. The types are as follows:

- 1) Intensive: listening for perception of the components (phonemes, word, intonation, discourse markers, etc.)
- 2) Responsive: listening to a relatively short stretch of language (a greeting, question, command, comprehension, check, etc.)
- 3) Selective: processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to

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comprehend designated information in a context or longer stretches of spoken language (such as classroom directions from a teacher, radio new items, or stories). Assessment task in selective listening could ask students, for example, to listen for names, numbers, a grammatical category direction, or certain facts and events.

- 4) Extensive: listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening a conversation and deriving a comprehensive message.

In addition, Harmer (2007) also mentioned two types of listening:

- 1) Extensive listening: when a teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement. It takes place when students are on their own, usually outside the classroom: at home, in car, or on personal MP3 players, etc.
- 2) Intensive listening: usually happens inside classes (or language laboratories) under the instructor's guidance to overcome any difficulties students encounter during a listening activity.

In other side, Nation & Newton (2009) also mentioned two types of listening:

- 1) One-way listening: usually focused on transferring information (transactional listening)

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- 2) Two-way listening: usually focused on maintaining social relations (interaction listening)

b. Listening Processes

According to Nation & Newton (2009), there are two models of listening process. In other hand, Flowerdew & Miller (2005) added it into three models of listening process, they are:

- 1) Bottom-up model: the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive
- 2) Top-down model: involve the listener in going from the whole—their prior knowledge and their content and rhetorical schemata—to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.
- 3) Interactive model: this is the combination of both bottom-up and top-down model. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how.

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2. Students' Listening Comprehension

In teaching and learning process, listening cannot be separated from comprehension because its purpose is to comprehend what the speaker said. Teaching listening is not only the students listen what the speaker talking about, but also how to guide the students comprehend the message of what they have listened. Most of the students' listening comprehension happens when they are given a task at school with basic understanding that listening is the matter about hearing and answering the questions given by the teacher.

According to Rost (2011), in terms of language processing, comprehension is the experience of understanding what the language heard refers to one's experience or in the outside world, and sensing how any incoming burst of language enhances or suppresses one's current understanding. Therefore, listening comprehension refers to understanding. They have to learn first about the elements needed to comprehend the spoken discourse before the learners understand about what the speaker was saying.

Listening comprehension can be categorized into two: monologue text listening and conversational listening. Weir in Buck (2002) classified indicators of monologue text listening into some classifications. They are such as:

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- a. Ability to listen for the gist.

Listening for gist is when the learner tries to understand what is happening even if he or she can't understand every phrase or sentence. The learner is trying to pick up key words, intonation, and other clues so as to make a guess at the meaning.

- b. Ability to listen for main idea(s) or important information.

The main idea of an entire lecture (speech or conversation) comes at the beginning (introduction) and/or end (conclusion) of a lecture. To find the main idea when listening to a lecture, listen for certain expressions. Note: Speakers often stress important ideas by speaking more slowly or more loudly.

- c. Ability to distinguish supporting details, or examples.

Learners need to understand what kind of information (examples, reasons, etc) is usually presented as supporting details. Look out for this kind of information and see what it refers to. Pay particular attention to the first sentence of each paragraph, which is often the 'topic sentence' (although sometimes the topic sentence may appear later in the paragraph).

- d. Ability to listen for specific including recall of important details.

When listening for specific, you are interested in a specific kind of information – perhaps a number, name or object. You can ignore anything that does not sound relevant. In this way, you are able to narrow down your search and get the detail you need.

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- e. Ability to determine a speaker's attitude or intention towards a listener or a topic.

Can be identified through listening for gist or by paying attention to voice quality, intonation or paralinguistic features.

- f. Ability to make inferences and deductions.

Making inferences means choosing the most likely explanation from the facts at hand. For example, the students will have to look carefully at the question and at the multiple-choice options available before they try to deduct the correct answer. Although the student will have to infer the solution, the situation or the supporting facts will clearly exclude the distractors.

In conclusion, those aspects should be had by students in order to have good listening comprehension.

3. Factors Influence Students' Listening Comprehension

There are many factors which can influence students' listening comprehension. Boyle (1984) mentioned three factors influence listening comprehension such as the listener factors, speaker factors and factors in the material and medium. The detailed about these factors will be discussed below.

- a. Listener factors

1) General factors

- a) Experience/practice in listening to the target language: use of the media (cinema, TV, radio, etc.)

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- b) General intelligence
- c) General background knowledge of the world
- 2) More specific
 - a) Physical and educational: age/sex, home background, size of family, educational background and type of school, physical health and alertness.
 - b) Intellectual: knowledge of the target language in its various aspects: phonology, lexis, syntax, and cohesion, powers of analysis and selection: ability to distinguish between main and supporting points, knowledge of the specific topic or subject, memory (short term and long term).
 - c) Psychological: motivation and sense of purpose while listening, attitude of the listener to the speaker, attitude of the listener to the message: level of interest, listener's powers of attention and concentration.
- b. Speaker factors
 - 1) Language ability of the speaker: native speaker-beginner-level non-native speaker
 - 2) Speaker's production: pronunciation, accent, variation, voice
 - 3) Speed of delivery
 - 4) Prestige and personality of the speaker

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c. Material and medium factors

- 1) The language used to convey the message: phonological features, including stress, intonation, weak forms (especially in conversation), lexis, syntax, cohesion, etc.
- 2) Difficulty of content and concepts, especially if the material is abstract, abstruse, highly specialized or technical, esoteric, lengthy, or poorly organized.
- 3) Acoustic environment: noise and interference.
- 4) Amount of support provided by gestures, visuals, etc.

In addition, Brown (2000) mentioned eight factors affecting listening process:

- a. Clustering: In spoken language, due to memory limitations clustering the words, the learners should make a speech into smaller group of word phrases within clauses are more easily to comprehend.
- b. Redundancy: In spoken language such as conversation, the students always find redundancy of words, like repetitions, elaborations, and insertions of "I mean". This redundancy may help the hearers to process meaning by giving more time and extra information.
- c. Reduce form: Spoken language also has many reduced forms beside it has a good deal of redundancy. It can be form morphological such as "I'll" from I will. This is very influencing and it is a significant difficulty especially for the learners.

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- d. Performance Variables: In spoken language except for planned discourse, hesitation, false starts, pauses and correction are common.
- e. Colloquial Language: Sometimes learners are difficult in relating colloquial language such as idioms and slang in conversation whether it is monologue or dialogues.
- f. Rate of Delivery: The language delivered fast will make learners difficult to comprehend it. So, the number and length of pauses that are used by speaker is more crucial and easier to comprehend the information.
- g. Stress, rhythm, and intonation: the learners can comprehend the spoken language easily if there is any stress, rhythm, and intonation. The learners can understand whether its questions, statements or emphasis.
- h. Interaction: Learning to listen is also learning to respond. The learners have to understand the good listeners in a conversation are good respondents. They know how to negotiate meaning; to give feedback, to ask for clarification and to maintain a topic.

Then, Rubin (1994) also identified five factors affecting listening comprehension, and researchers believe that these five factors have great influence on listening comprehension. These factors are:

- a. The characteristics of the text such as speech rate, hesitation, level of perception, stress and rhythm of text, L1 and L2 differences,

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redundancy, the complexity of morpheme, the order of words, discourse markers, visual support, and modification of syntax;

- b. The characteristics of speakers/interlocutor such as language proficiency and gender;
- c. The characteristics of task such as task type;
- d. The characteristics of listeners such as their memory, age, gender, attention, level of language proficiency, background knowledge, and learning disability in L1;
- e. The characteristics of process such as top-down, bottom-up, and parallel processing, listening strategies, and negotiation of comprehensible input

Besides, Vandergrift & Goh, (2012) also mentioned some factors affecting listening comprehension as follows:

- a. Person factors:
 - 1) Cognitive aspects: linguistic knowledge (vocabulary and syntactic knowledge), discourse knowledge, pragmatic knowledge, metacognitive knowledge, prior knowledge, first language listening ability, sound discrimination ability, and working memory capacity.
 - 2) Affective aspects: anxiety, motivation, and self-efficacy.
- b. Listening contexts:
 - 1) Informal real-life listening outside the classroom (listening to television or radio)

- 2) Formal real-life listening in the classroom such as lectures
- 3) Formal classroom listening practice
- 4) Interactive listening
- 5) Listening assessment

By looking at all of the indicators affecting students' listening comprehension, it can be seen that authentic materials can affect students' listening comprehension. It can be concluded that listening is not an easy matter because many elements involved in it.

4. The Nature of Authentic Materials

Authentic materials have many definitions based on experts' point of view. Herrington & Oliver (2000) suggested a new pedagogical term, called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real world situations. Herod (2002) also stated authentic learning 'materials and activities' are designed to imitate the real-world situations. In addition, Jacobson, et.al (2003) pointed out that authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life.

At first, authentic materials were used for native speaker only. As Thanajaro (2000) defined suthentic materials as language samples that are created by native speakers for native speakers of the language. The development of ELT finally places the authentic materials not only for native but also for EFL as their learning media. Stubbs (as cited in Maroko, 2010) also adds that authentic materials in classroom are stretches

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of real language, produced by real speakers or writers for real audiences and designed to convey real message. This statement finally gave the language teachers a description of the use of authentic materials. Authentic materials used in the classroom of EFL students are considered to introduce them not only to the language they learnt but also to the “life” behind the language. Thus, authentic materials can be used as teaching materials or teaching media in classroom to introduce students to real world.

There are some characteristics of authentic materials that should be known before using it as learning materials. Biber (as cited in Maroko, 2010) mentions three characteristics of authentic materials. First is that they are objective as opposed to intuitive. Second, when adopted as a teaching resource, authentic texts allow for verification of classroom facts. Third, authentic materials are pedagogic in that, as teaching materials, they bring variety of learning methodology to the classroom, thereby enhancing learner motivation. They enable teachers to contextualize their instruction within the students’ lives and provide literacy instruction using the very materials the students will engage with as they live those lives.

a. Types of Authentic Materials

Authentic materials can be classified into some categories.

Genhard (as cited in Al-Azri & Al-Rashdi, 2014) classified three categories of authentic materials as follow:

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- 1) Authentic listening materials, such as radio news, cartoons, songs, etc.
- 2) Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.
- 3) Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

Various kinds of authentic materials are unlimited. Teachers may choose types of authentic materials for their students. But in other hand, teachers also have to choose the authentic materials which may suit their teaching and learning purposes. In this study, the writer will use authentic listening materials to be used in the classroom.

b. Choosing Authentic Materials

In choosing authentic materials, there are several things that should be considered by teacher. Maroko, (2010) mentioned some consideration in choosing authentic materials:

- 1) Instrumental: it helps the students get what they want.
- 2) Regulatory: it contains the information that the students may follow.
- 3) Interactional: it maintains and establishes a personal relationship with someone.
- 4) Personal: it can express the students' personal thought.
- 5) Heuristic: it can help the students to explore the world.

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- 6) Imaginative: it helps the students to create the imaginative world for others.
- 7) Informative: it provides the information which is needed by the students.

In other hand, Berardo, (2006) also proposed some consideration in choosing authentic materials:

- 1) Suitability of context: it interests the students, relevant to the students' need
- 2) Exploitability: it can be exploited for teaching purposes
- 3) Readability: it too easy or too difficult for the students
- 4) Presentation: it looks authentic and attractive.

According to McGrath (2002) there are eight criteria to be considered when choosing appropriate authentic material. These are:

- 1) Relevance to course book and learners' needs
- 2) Topic interest
- 3) Cultural fitness
- 4) Logistical considerations
- 5) Cognitive demands
- 6) Linguistic demands
- 7) Quality
- 8) Exploitability.

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c. Advantages Using Authentic Materials in Teaching

Authentic materials are learning materials that can be gotten from various resources. As learning materials to be used in classroom it has many advantages to be considered. Peacock (as cited in Richards, 2001) mentioned several reasons for using authentic materials in the classroom. These are:

- 1) They prepare learners for real life
- 2) They meet learners' needs
- 3) They affect learners' motivation positively,
- 4) They encourage teachers to adopt effective teaching methods
- 5) They present authentic information about culture.

In addition, Maroko (2010) also proposed several advantages of using authentic materials in classroom:

- 1) Authentic materials will expose the students to the natural business language which will be helpful on their workplace.
- 2) It will bring reality to the classroom and make interaction meaningful.
- 3) Authentic materials will make the assessment and teaching to focus on skill rather than the facts of language.
- 4) Authentic materials will be readily available and inexpensive teaching resources as well.
- 5) It adds variety to classroom activities and support more creative approach to teaching.

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Then, Berardo (2006) proposed main advantages of using authentic materials in classroom. There are:

- 1) Having a positive effect on student motivation;
- 2) Giving authentic cultural information;
- 3) Exposing students to real language;
- 4) Relating more closely to students' needs;
- 5) Supporting a more creative approach to teaching.

Thus, the use of authentic materials in classroom has many advantages.

5. Using Authentic Materials to Improve Students' Listening Comprehension

Listening as the verbal communication plays an important role in daily life and educational processes. Listening is also the basic of four main skills in English. In acquiring a language, people tend to listen first before they start to speak. Since listening skill is the basic skill before comes to the next skill, teachers have to apply suitable strategies for the students. The media used for listening practice is mostly in form of audio or audio-visual materials.

Now the discussion comes to the effectiveness of using authentic materials for listening skills. As the writer discussed earlier, authentic materials will motivate and build an interesting learning situation. According to Thanajaro (2000) based on his research he revealed that the use of aural authentic materials in ESL classroom had a positive effect on

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ESL students' motivation to learn the language. He also added that authentic materials helped increase students' comfort level and their self-confidence to listen to the target language.

In addition, Kelly, et.al, (2002) believed that authentic materials are useful media, which can be used to relate between classroom and the real world. Authentic materials help to give motivation the students learn the language, and they will feel that they are learning the real language (Guariento & Morley, 2001). The learners are given a real representation speech with hesitation, false starts and mistakes which will help the learner to master with the real-life speech when they meet it in other situation or the teaching-learning process. The learners will have the chance to listen to authentic text, which they will hear in different various accents.

McGrath (2002) and Gilmore (2004) argued that authentic materials are important because it allows learners to connect to the world outside the classroom, which gets them accustomed to listen to native as well as L2 English speakers of varying proficiencies. This exposure in turn prepares learners for the interactions and situations they will encounter outside the classroom. By implementing different kinds of authentic materials, learners are introduced to language used by real speakers rather than scripted, graded and/or contrived material. This in turn better prepares learners for the language they will hear and use outside the L2 learning environment.

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In other hand, Edrenius (2018) stated that particular types of listening are required for different types of input. For example, in a conversation, the listener needs to listen and respond, on a tour the listener only has to listen for the main points, but not respond and in a negotiation, the listener is required to understand details and respond and/or challenge those. Therefore, authentic materials might be needed to better prepare learners for the different types of “real world” listening they are likely to encounter outside the ESL/EFL classroom.

In addition, Kilickaya (2004) stated that authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. Considering this, it may not be wrong to say that at any level authentic materials should be used to complete the gap between the competency and performance of the language learners, which is a common problem among the nonnative speakers. This requires the language patterns being put into practice in real life situations.

Thus, based on explanation above, it is clear that the use of authentic materials has good effect to improve students’ listening comprehension because authentic materials can bring them to know the real situation in real world, so that they can prepare themselves.

The teaching procedure is as follows:

- a. The teacher starts each lesson with a few pre-listening exercises, that is, discussion about the illustrations in the textbook, pronunciation of vocabulary items, and matching definitions with vocabulary items.

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- b. Then the teacher normally introduces an audio-tape containing a mini-lecture. Each mini-lecture ranged from 1.38 to 3.30 minutes in length, with the mean length of 2.40 minutes.
- c. When the teacher begins to play the mini-lecture tape for the first time, teacher generally paused the tape after a few sentences, to ask the students to identify the vocabulary items they had practiced during the pre-listening phase, before continuing the tape.
- d. After the students listening to the entire mini-lecture for a few times, they do some exercises related to what they heard. The exercises during the listening phase primarily involved indicating the main idea and the supporting details of the minilecture.
- e. Then, the teacher plays the tape one or two more times so that the students can practice taking notes. Eventually, the teacher gave each student a transcript of the mini-lecture.
- f. When the teacher plans to take the students outside the classroom, she prepared the students by activating the students' vocabulary items and/or their background knowledge related to the upcoming event.
- g. The teacher also assigned certain tasks that the students had to perform or complete, during the listening activity, such as answering questions and getting specific information about some things related to the listening material.

- h. When they are back to the classroom, the teacher normally has the students discuss and share their experiences, involving the outside activities, with the rest of the class.

B. Relevant Research

According to Syafi'i (2011:122), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research. There are relevant researches which have relevancy to the research especially in listening area. There are some researches that relevant with this research especially in the use of medium.

1. Research from Azizah

In 2016 Azizah conducted a research entitled "Authentic Materials for Developing Listening Comprehension". This study was designed to investigate the effects of the use of authentic materials in teaching listening to the English Department students of UIN Ar-Raniry, Banda Aceh. The purpose was to find out whether students who got authentic materials in their listening class would get a better result compared to those who did not. In this research, she found that the mean post-test score from the EG at 82 was higher than that from the CG at 71, which according to the results from the t-test was significantly higher. This meant that the students who were taught using authentic materials get a significantly better result in listening than those who were taught using the usual course book materials. The responses in the questionnaires showed that the students preferred the authentic listening materials for learning

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listening skills as these materials were more interesting and more related to their real-life context so that it motivated them to pay more attention in the listening class and this also assisted them to improve their listening abilities.

2. Research from Yasser Mallapiang

In 2014 Yasser conducted a research entitled “Using Authentic Material to Improve the Students’ Listening Skill”. The research is aimed to find out the Authentic Materials improve the students’ listening comprehension in terms of inferred meaning comprehension at the Second Year Students’ of SMP Negeri 4 Makassar. The finding of this research shows the mean score of students on pre-test in utterance was 3.13. This was categorized as poor category and after post-test was 6.3 become fair. The mean score on pre-test in conclusion was 3, 53. This was categorized as very poor and after post-test were 6.8 become fairly good. The use of authentic materials is one of a good technique in teaching listening Skill. The data indicates that this technique had succeeded to improve the students’ listening skill in terms of inferred meaning comprehension at the Second Year Students’ in SMP Negeri 4 Makassar. Thus, it was found that the use of authentic materials had been effective way to improve the students’ listening skill. It is suggested to the English teacher to use authentic materials as one of materials in the teaching and learning process especially in teaching listening skill.

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C. Operational Concept

Based on some researches above, the use of Authentic Materials can improve students' listening comprehension. The writer assumed that the use of Authentic Materials in teaching listening was an effective way to increase students' listening comprehension. Thus, this research was same with previous researcher in term of skill, this research also discussed about listening. In addition, this research also different from the previous researches in term of the subject of the research. This research was conducted in Indonesian Senior High School level.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research which focuses on gaining the effect of using authentic materials on students' listening comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are variable X and variable Y. Variable X is Authentic materials. Authentic material is an independent variable. Authentic material refers to the teacher's media or material in teaching listening. Then, variable Y is students' listening comprehension. Students' listening comprehension is the dependent variable. So, the operational concept of this research can be seen in the following indicators:

1. Variable X: Authentic materials (proposed by Thanajaro, 2000))
 - a. The teacher starts each lesson with a few pre-listening exercises, that is, discussion about the illustrations in the textbook, pronunciation of vocabulary items, and matching definitions with vocabulary items.

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- b. Then the teacher normally introduces an audio-tape containing a mini-lecture. Each mini-lecture ranged from 1.38 to 3.30 minutes in length, with the mean length of 2.40 minutes.
- c. When the teacher begin to play the mini-lecture tape for the first time, teacher generally paused the tape after a few sentences, to ask the students to identify the vocabulary items they had practiced during the pre-listening phase, before continuing the tape.
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- f. When the teacher plans to take the students outside the classroom, she prepared the students by activating the students' vocabulary items and/or their background knowledge related to the upcoming event.
- g. The teacher also assigned certain tasks that the students had to perform or complete, during the listening activity, such as answering questions and getting specific information about some things related to the listening material.

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- h. When they are back to the classroom, the teacher normally has the students discuss and share their experiences, involving the outside activities, with the rest of the class.
2. Then, the indicators of students' listening comprehension as the dependent or variable Y as follow (according to Weir in Buck, 2002)
 - a. Students' ability to identify topic of texts
 - b. Students' ability to identify specific information of texts
 - c. Students' ability to identify meaning of words in texts.
 - d. Students' ability to identify communicative purpose of texts

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumed that the better using authentic material, the better students' listening comprehension will be.

2. Hypothesis

Based on the assumption above, the writer also formulates a hypothesis as follows:

- a. The Null Hypothesis (Ho): There is no significant effect of using authentic materials on students' listening comprehension of narrative text at State Senior High School 2 Tambang.
- b. The Alternative Hypothesis (Ha): There is a significant effect of using authentic materials on students' listening comprehension of narrative text at State Senior High School 2 Tambang.

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CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research is an experimental research. According Gay et.al., (2012), experimental research is the only type of the research that can test hypotheses to establish cause-effect relationship. In this research writer want to test whether there is or not an effect of using authentic materials on students' listening comprehension. The design of pre-test and post-test which used two groups as a sample.

In this research, the writer will take two groups or two classes as the sample, namely: experimental class and control class. Those classes was chosen randomly. For experimental class, the students were treated with Authentic materials on what problems of research the writer had. Meanwhile, control class was given a pre-test and post-test without particular treatment as given to the experiment class. Both experimental and control class was given the same test.

B. Time and Location of the Research

This research was conducted in State Senior High School 2 Tambang. It is located at Petapahan-Minas Street KM 93 Tambang. It was conducted start from Januari 2019

C. Subject and Object of the Research

The subject of this research is the eleventh-grade students at State Senior High School 2 Tambang while the object is the effect of using Authentic materials on students' listening comprehension.

D. The Population and Sample of the Research

1. The Population of the Research

The population of this research is all students of the eleventh grade at State Senio High School 2 Tambang in 2018/2019 academic year. It consisted of 7 classes. The total population of this research is 210 students. The specification of population can be seen on the table III.1 below:

Table III.1
The Population of the Eleventh-Grade Students of
State Senior High School 2 Tambang

No	Class	Number of students
1	XI IPS 1	30
2	XI IPS 2	30
3	XI IPS 3	30
4	XI IPS 4	30
5	XI IPA 1	32
6	XI IPA 2	30
7	XI IPA 3	32
Total		214 Students

2. The Sample of the Research

Based on the total population above, the writer took sample by using cluster sampling. According to Gay et al., (2012) cluster sampling randomly selects groups, not individuals. Therefore, the writer selected two groups of students to be sample in this research. In selecting the sample, the writer made roll of papers consist of class XI IPA 1 until XI

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IPA 3. Then, the writer took 2 roll of papers and the selected papers were XI IPA 3 as experimental class and XI IPA 1 as control class. The total of sample can be seen in the table below:

Table III.2
The Sample of the Research

No	Class	Number of students
1	XI IPA 1	30
2	XI IPA 3	30
Total		60 students

E. The Techniques of Collecting the Data

Collecting the data is one of the most important parts in a research. In this research, the writer used test to collect the data. The test was used to find out the students' listening comprehension. The type of the test is multiple choices. The writer gave 25 multiple choices intended to obtain students' listening comprehension at the eleventh-grade students at State Senior High School 2 Tambang.

1. Pre-Test

Pre test was given before treatment. According to Creswell, (2012) pre test provides a mesure on some attribute or characteristic that you asses for participant in an experiment before they receive the treatment. Pre-test is used to collect the data about listening comprehension of the students before giving treatment to the experimental class and before giving no treatment to the control class. The test was given to both of the classes.

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2. Post-Test

Post- test was given twice in this research. The first post-test was given after teaching three times, then the last post-test was given after teaching three times more. It was given to both of the classes. Post-test is used to collect the data about the listening comprehension of the students after giving treatment to the experimental class and after giving no treatment to the control class. According to Gay et al., (2012) post-test score are compared to determine the effectiveness of the treatment. So that the score of post-tests was compared to know the effect of the treatment. The test was given to class both of the classes. There were twenty-five questions for respondents. The questions were based on indicators of listening comprehension.

F. The Technique of Data Analysis

In order to find out whether there is a significant difference of using authentic materials listening comprehension, the data was analyzed statistically. In analyzing the data, the writer will use statistical method that is independent samples t-test formula by using SPSS.23.0 version. According to Pallant (2010), an independent samples t-test is used when you want to compare the mean score, on some *continuous* variable, for *two* different groups of participants. So that writer will use independent samples t-test to compare the mean score in two different groups; control class and experimental class.

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After finding the difference, the writer found out the effect size of the phenomenon. Pallant (2010) stated that effect size statistics provide an indication of the magnitude of the differences between your groups (not just whether the difference could have occurred by chance). The effect size statistic was used in this research is eta squared. The formula of eta squared is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

Where:

η^2 : Eta Square

t : t obtained

n_1 : The number of experimental class

n_2 : The number of control class

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was done to find out the effect of using authentic materials on students' listening comprehension at Senior High School 2 Tambang. So, the researcher can conclude this research as follows:

1. There is a significant effect of using authentic materials on students' listening comprehension at Senior High School 2 Tambang.

Based on the result of the research, it was clear that the use of authentic materials has an effect in improving students' listening comprehension.

B. Suggestion

Considering the effect of using authentic materials on students' listening comprehension, the researcher would like to give some suggestion especially to the teacher and students as follows:

1. Suggestion for Teachers

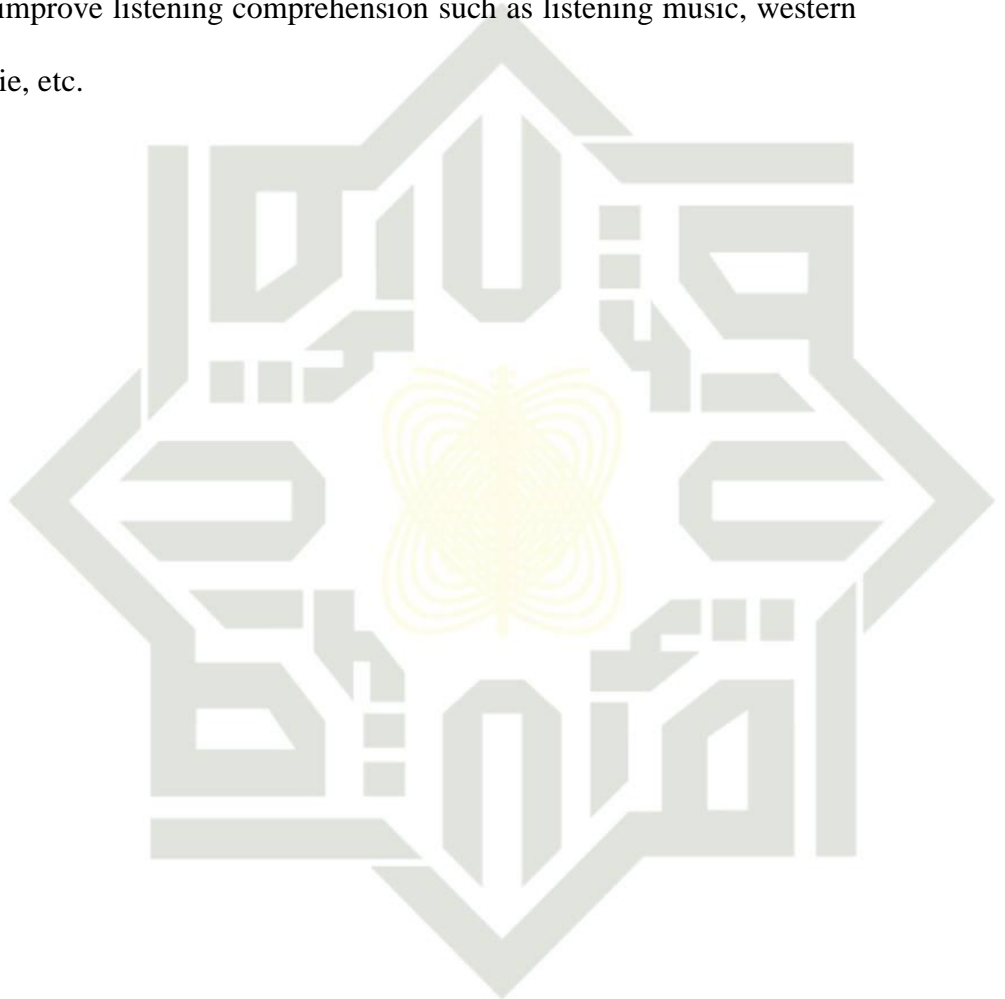
- a. It is recommended to teacher to use authentic materials in teaching and learning process, especially in teaching listening.
- b. The teacher should be creative to improve the students' listening comprehension by using another strategy or media.

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2. Suggestion for Students

- a. The students should pay more attention to the lesson explained by the teacher.
- b. The students should be creative to select many kinds of materials that can improve listening comprehension such as listening music, western movie, etc.



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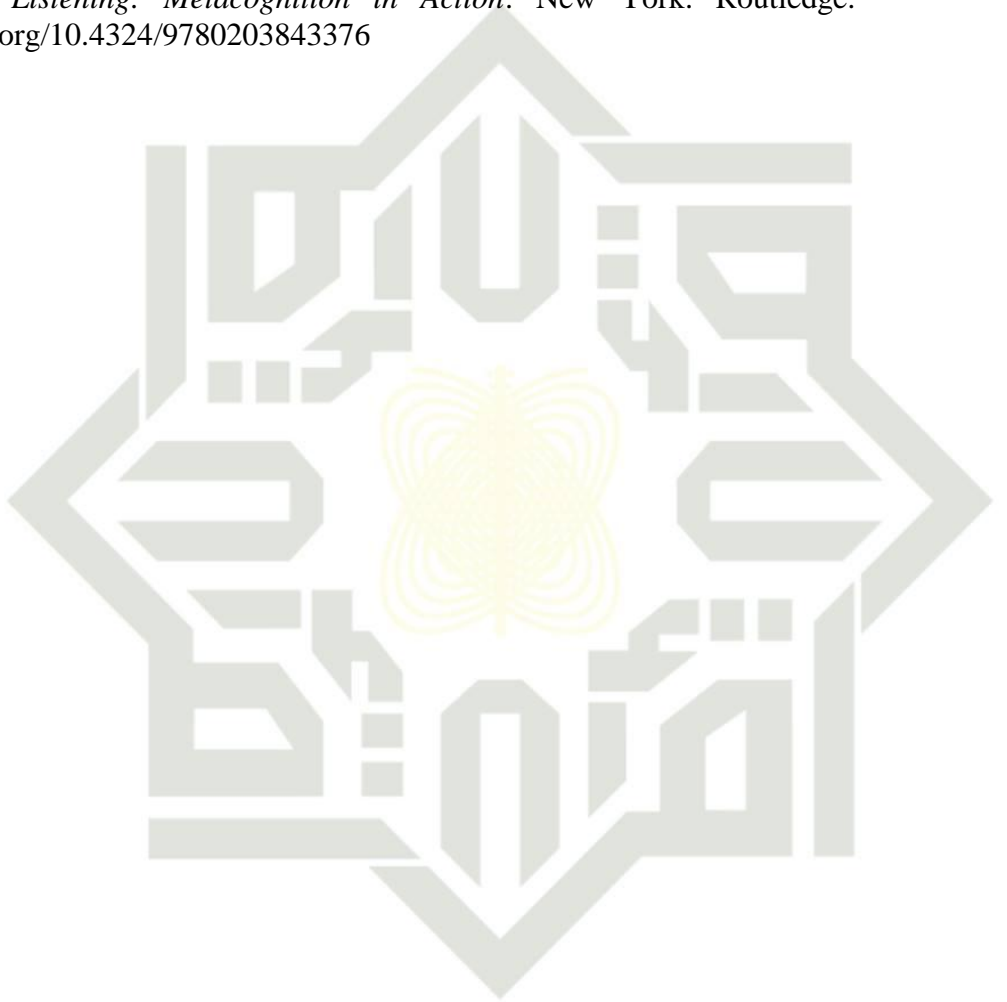
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UIN SUSKA RIAU



SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Mendengarkan</p> <p>1.1 Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari</p>	<p>1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas</p>	<ul style="list-style-type: none"> Responding to expressions of making, accepting and declining an invitation 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan pendapat/rasa puas dan tidak puas beserta responnya. Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok 	<ul style="list-style-type: none"> Mengidentifikasi kata yang didengar Mengidentifikasi makna kata Mengidentifikasi hubungan antar pembicara Mengidentifikasi makna tindak tutur menyampaikan pendapat Merespon tindak tutur menyampaikan pendapat Mengidentifikasi makna tindak tutur menyatakan puas Merespon tindak tutur menyatakan puas Mengidentifikasi makna tindak tutur menyatakan tidak puas Merespon tindak tutur menyatakan 	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>	<p>1 x 45</p> <p>1 x 45</p> <p>4 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

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Standar Kompetensi

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Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief, pain, dan pleasure</i>	<ul style="list-style-type: none"> Responding to expressions of making and cancelling an Appointment 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menasehati /memperingatkan/meluluskan permintaan dan menyatakan perasaan beserta responnya secara kelompok. Mendengarkan percakapan transaksional /interpersonal melalui tape secara klasikal 	<ul style="list-style-type: none"> tidak puas Mengidentifikasi konteks situasi Mengidentifikasi makna tindak tutur menasehati Merespon tindak tutur menasehati Mengidentifikasi makna tindak tutur memperingatkan Merespon tindak tutur memperingatkan Mengidentifikasi makna tindak tutur meluluskan permintaan Merespon tindak tutur meluluskan permintaan Mengidentifikasi makna tindak tutur menyatakan perasaan Merespon tindak tutur menyatakan perasaan 	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>		<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penilaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	• Responding to instructions	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendengarkan undangan rapat yang disampaikan secara lisan melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• <input type="checkbox"/> Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu dari teks fungsional pendek yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.	Tertulis (PG dan Uraian) Quiz Tugas	2 x45 2 x45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks	• Responding to instructions	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu	• Mendengarkan sebuah cerita/laporan /exposisi secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa lisan berdasarkan	• Mengidentifikasi <i>main idea</i> dari teks report yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi	Tertulis (PG dan Uraian) Tugas	1 x 45 1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD



Standar Kompetensi

Kompetensi Dasar

Materi Pembelajaran

Nilai Budaya & Karakter Bangsa

Kewirausahaan/ Ekonomi Kreatif

Kegiatan Pembelajaran

Indikator Pencapaian Kompetensi

Penilaian

Alokasi Waktu

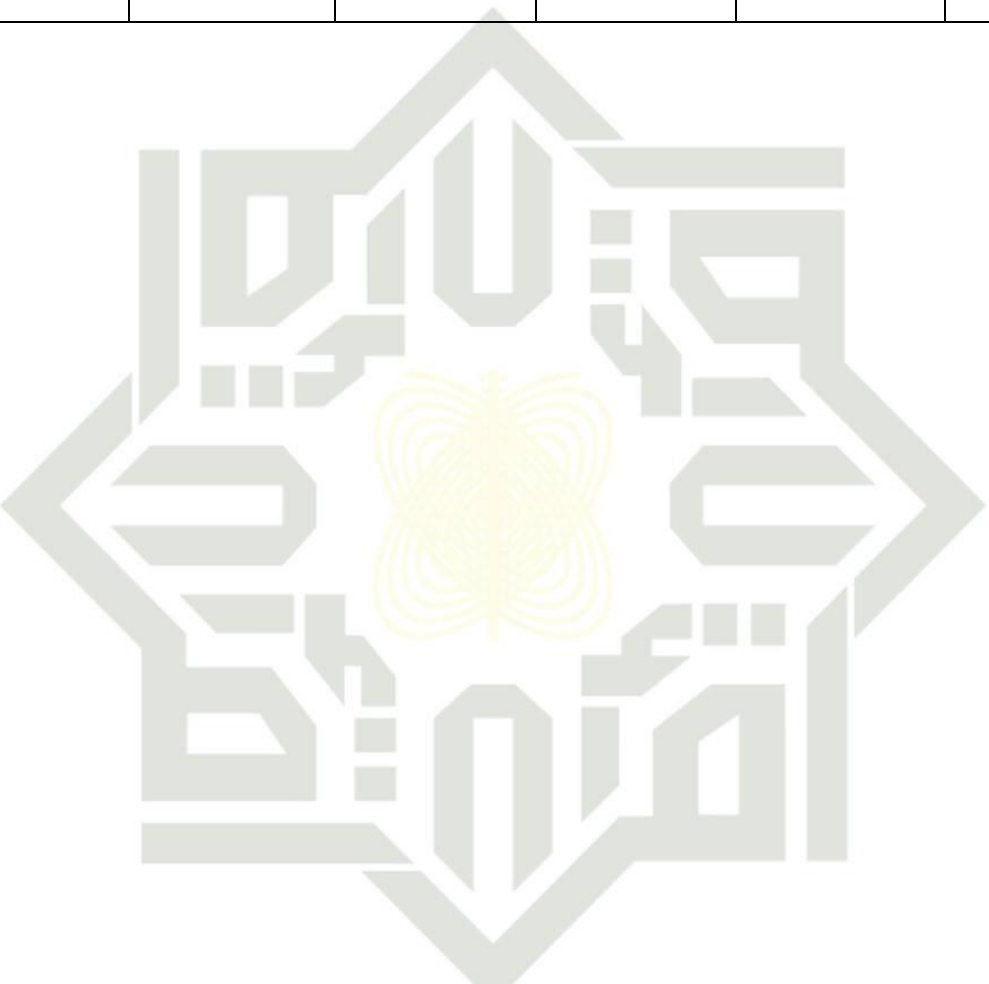
Sumber Belajar

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LESSON PLAN

School : State Senior High School 2 Tambang
 Subject : English
 Class/Semester : XI/I
 Meeting : 1
 Time Allocated : 2 x 45 Minutes
 Skill : Listening

I. Standard Competence: Listening

2. Understanding the meaning of the text, short functional and monologue form of reports, narrative and analytical exposition in the context of everyday life

II. Basic competence

- 2.1 Responds to the meaning contained in the short formal and unofficial functional texts in an accurate, fluent and acceptable manner in various contexts of daily life

III. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying meaning of words in texts
4. Identifying communicative purpose of texts

IV. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify the meaning of words in texts
4. Students are able to identify communicative purpose of texts

V. Learning Method: Discussion

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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VI. Teaching Activities

1. Pre-Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students condition
- d. The teacher provides students with Listening material

2. Whilst Activities:

- a. The teacher introduces an audio-tape containing a mini-lecture.
Each mini-lecture ranged from 1.38 to 3.30 minutes in length, with the mean length of 2.40 minutes.
- b. When the teacher begin to play the mini-lecture tape for the first time, teacher generally paused the tape after a few sentences, to ask the students to identify the vocabulary items they had practiced during the pre-listening phase, before continuing the tape.
- c. After the students listening to the entire mini-lecture for a few times, they do some exercises related to what they heard. The exercises during the listening phase primarily involved indicating the main idea and the supporting details of the minilecture.
- d. Then, the teacher plays the tape one or two more times so that the students can practice taking notes. Eventually, the teacher gave each student a transcript of the mini-lecture.
- e. When the teacher plans to take the students outside the classroom, she prepared the students by activating the students' vocabulary items and/or their background knowledge related to the upcoming event.



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VII

Teaching Media and Resources

1. Laptop, speaker, and audio materials.
2. Text book and Internet

Known by,
English Teacher

Pekanbaru, March 06, 2017
Researcher

Dra. Agustimarni,
NIP. 196208191987032001

Dwi Novia Anggraini
NIM. 11314200119

Headmaster of
Senior High School 2 Tambang

H. Hamdani Hamid, SE.MM
NIP. 195711251978031002

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LESSON PLAN

School : State Senior High School 2 Tambang
 Subject : English
 Class/Semester : XI/I
 Meeting : 2
 Time Allocated : 2 x 45 Minutes
 Skill : Listening

I. Standard Competence: Listening

11. Understanding the meaning of the text, short functional and monologue form of reports, narrative and analytical exposition in the context of everyday life

II. Basic competence

11.2 Responds to the meaning contained in the short formal and unofficial functional texts in an accurate, fluent and acceptable manner in various contexts of daily life

III. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying meaning of words in texts
4. Identifying communicative purpose of texts

IV. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify the meaning of words in texts
4. Students are able to identify communicative purpose of texts

V. Learning Method: Discussion

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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VI. Teaching Activities

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- b. The teacher checks the attendance list
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- a. The teacher introduces an audio-tape containing a mini-lecture.
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- e. When the teacher plans to take the students outside the classroom, she prepared the students by activating the students' vocabulary items and/or their background knowledge related to the upcoming event.

Teaching Media and Resources

1. Laptop, speaker, and audio materials.
2. Text book and Internet

Known by,
English Teacher

Pekanbaru, March 07, 2017
Researcher

Dra. Agustimarni,

NIP. 196208191987032001

Dwi Novia Anggraini

NIM. 11314200119

Headmaster of
Senior High School 2 Tambang

H. Hamdani Hamid, SE.MM

NIP. 195711251978031002

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LESSON PLAN

School : State Senior High School 2 Tambang
 Subject : English
 Class/Semester : XI/I
 Meeting : 3
 Time Allocated : 2 x 45 Minutes
 Skill : Listening

I. Standard Competence: Listening

11. Understanding the meaning of the text, short functional and monologue form of reports, narrative and analytical exposition in the context of everyday life

II. Basic competence

11.2 Responds to the meaning contained in the short formal and unofficial functional texts in an accurate, fluent and acceptable manner in various contexts of daily life

III. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying meaning of words in texts
4. Identifying communicative purpose of texts

IV. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify the meaning of words in texts
4. Students are able to identify communicative purpose of texts

V. Learning Method: Discussion

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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VI. Teaching Activities

1. Pre-Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students' condition
- d. The teacher provides students with Listening material

2. Whilst Activities:

- a. Then the teacher normally introduces an audio-tape containing a mini-lecture. Each mini-lecture ranged from 1.38 to 3.30 minutes in length, with the mean length of 2.40 minutes.
- b. When the teacher begin to play the mini-lecture tape for the first time, teacher generally paused the tape after a few sentences, to ask the students to identify the vocabulary items they had practiced during the pre-listening phase, before continuing the tape.
- c. After the students listening to the entire mini-lecture for a few times, they do some exercises related to what they heard. The exercises during the listening phase primarily involved indicating the main idea and the supporting details of the minilecture.
- d. Then, the teacher plays the tape one or two more times so that the students can practice taking notes. Eventually, the teacher gave each student a transcript of the mini-lecture.
- e. When the teacher plans to take the students outside the classroom, she prepared the students by activating the students' vocabulary items and/or their background knowledge related to the upcoming event.

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f. The teacher also assigned certain tasks that the students had to perform or complete, during the listening activity, such as answering questions and getting specific information about some things related to the listening material.

3. Post Activities

- a. The teacher responds to the students' activity and concludes the lesson
- b. Teacher asks students about their difficulties during learning process.

VII. Teaching Media and Resources

1. Laptop, speaker, and audio materials.
2. Text book and Internet

Known by,
English Teacher

Pekanbaru, March 13, 2017
Researcher

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State Islamic University of Sultan Syarif Kasim Riau

LESSON PLAN

School : State Senior High School 2 Tambang
 Subject : English
 Class/Semester : XI/I
 Meeting : 4
 Time Allocated : 2 x 45 Minutes
 Skill : Listening

I. Standard Competence: Listening

11. Understanding the meaning of the text, short functional and monologue form of reports, narrative and analytical exposition in the context of everyday life

II. Basic competence

11.2 Responds to the meaning contained in the short formal and unofficial functional texts in an accurate, fluent and acceptable manner in various contexts of daily life

III. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying meaning of words in texts
4. Identifying communicative purpose of texts

IV. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify the meaning of words in texts
4. Students are able to identify communicative purpose of texts

V. Learning Method: Discussion

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VI. Teaching Activities

1. Pre-Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students' condition
- d. The teacher provides students with Listening material

2. Whilst Activities:

- a. Then the teacher normally introduces an audio-tape containing a mini-lecture. Each mini-lecture ranged from 1.38 to 3.30 minutes in length, with the mean length of 2.40 minutes.
- b. When the teacher begin to play the mini-lecture tape for the first time, teacher generally paused the tape after a few sentences, to ask the students to identify the vocabulary items they had practiced during the pre-listening phase, before continuing the tape.
- c. After the students listening to the entire mini-lecture for a few times, they do some exercises related to what they heard. The exercises during the listening phase primarily involved indicating the main idea and the supporting details of the minilecture.
- d. Then, the teacher plays the tape one or two more times so that the students can practice taking notes. Eventually, the teacher gave each student a transcript of the mini-lecture.
- e. When the teacher plans to take the students outside the classroom, she prepared the students by activating the students' vocabulary items and/or their background knowledge related to the upcoming event.
- f. The teacher also assigned certain tasks that the students had to perform or complete, during the listening activity, such as answering questions and getting specific information about some things related to the listening material.

3. Post Activities

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- a. The teacher responds to the students' activity and concludes the lesson
- b. Teacher asks students about their difficulties during learning process.

VII. Teaching Media and Resources

1. Laptop, speaker, and audio materials.
2. Internet

Known by,
English Teacher

Pekanbaru, March 14, 2017
Researcher

Dra. Agustimarni,
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LESSON PLAN

School : State Senior High School 2 Tambang
 Subject : English
 Class/Semester : XI/I
 Meeting : 5
 Time Allocated : 2 x 45 Minutes
 Skill : Listening

I. Standard Competence: Listening

11. Understanding the meaning of the text, short functional and monologue form of reports, narrative and analytical exposition in the context of everyday life

II. Basic competence

11.2 Responds to the meaning contained in the short formal and unofficial functional texts in an accurate, fluent and acceptable manner in various contexts of daily life

III. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying meaning of words in texts
4. Identifying communicative purpose of texts

IV. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify the meaning of words in texts
4. Students are able to identify communicative purpose of texts

V. Learning Method: Discussion

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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VI. Teaching Activities

1. Pre-Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students' condition
- d. The teacher provides students with Listening material

2. Whilst Activities:

- a. Then the teacher normally introduces an audio-tape containing a mini-lecture. Each mini-lecture ranged from 1.38 to 3.30 minutes in length, with the mean length of 2.40 minutes.
- b. When the teacher begin to play the mini-lecture tape for the first time, teacher generally paused the tape after a few sentences, to ask the students to identify the vocabulary items they had practiced during the pre-listening phase, before continuing the tape.
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- f. The teacher also assigned certain tasks that the students had to perform or complete, during the listening activity, such as answering questions and getting specific information about some things related to the listening material.

3. Post Activities



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- a. The teacher responds to the students' activity and concludes the lesson
- b. Teacher asks students about their difficulties during learning process.

VII. Teaching Media and Resources

1. Laptop, speaker, and audio materials.
2. Text book and Internet

Known by,
English Teacher

Pekanbaru, March 20, 2017
Researcher

Dra. Agustimarni,
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LESSON PLAN

School : State Senior High School 2 Tambang
 Subject : English
 Class/Semester : XI/I
 Meeting : 6
 Time Allocated : 2 x 45 Minutes
 Skill : Listening

I. Standard Competence: Listening

11. Understanding the meaning of the text, short functional and monologue form of reports, narrative and analytical exposition in the context of everyday life

II. Basic competence

11.2 Responds to the meaning contained in the short formal and unofficial functional texts in an accurate, fluent and acceptable manner in various contexts of daily life

III. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying meaning of words in texts
4. Identifying communicative purpose of texts

IV. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify the meaning of words in texts
4. Students are able to identify communicative purpose of texts

V. Learning Method: Discussion

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

VI. Teaching Activities

1. Pre-Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students' condition
- d. The teacher provides students with Listening material

2. Whilst Activities:

- a. Then the teacher normally introduces an audio-tape containing a mini-lecture. Each mini-lecture ranged from 1.38 to 3.30 minutes in length, with the mean length of 2.40 minutes.
- b. When the teacher begin to play the mini-lecture tape for the first time, teacher generally paused the tape after a few sentences, to ask the students to identify the vocabulary items they had practiced during the pre-listening phase, before continuing the tape.
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- f. The teacher also assigned certain tasks that the students had to perform or complete, during the listening activity, such as answering questions and getting specific information about some things related to the listening material.

3. Post Activities



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- a. The teacher responds to the students' activity and concludes the lesson
- b. Teacher asks students about their difficulties during learning process.

VII. Teaching Media and Resources

1. Laptop, speaker, and audio materials.
2. Text book and Internet

Known by,
English Teacher

Pekanbaru, March 21, 2017
Researcher

Dra. Agustimarni,
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Headmaster of
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RESEARCH INSTRUMENTS

Listening Comprehension Test

Respondent : The Eleventh-Grade Students

Date :

Time :

Directions :

- ✓ Write down your name and class in the answer sheet
- ✓ This test consists of 20 questions
- ✓ Listen to the audio before answering the questions

1. What does the text mainly talk about?

- a. The new tablet
- b. Writing message to friend
- c. Doing collage work
- d. The tablet's advantages
- e. Watching film on tablet

2. How is the tablet looks like?

- a. Really light
- b. Really big
- c. Quite small
- d. Light and small
- e. Really heavy

3. "I have to be polite"

The underlined word has closest meaning to ...

- a. Liar
- b. Respectful
- c. Truthful
- d. Rude
- e. Cruel

4. The communicative purpose of text above is ...

- a. To tell the daily activity
- b. To persuade reader to the story
- c. To entertain reader with the story
- d. To describe the new tablet
- e. To inform reader about the story

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5. What is the topic of the passage?
 - a. The cat's habit
 - b. The favorite thing
 - c. The good cat
 - d. The baby cats
 - e. The great company
6. When did the speaker have the cat?
 - a. Four months ago
 - b. The cat was four months old
 - c. The speaker was four months old
 - d. The cat was old
 - e. The speaker was old
7. "She makes a lot of noise"
The underlined word has similar meaning with ...
 - a. Silence
 - b. Hush
 - c. Sound
 - d. Loneliness
 - e. Quietness
8. What is the communicative purpose of text above?
 - a. To inform reader about the story
 - b. To amuse reader with the story
 - c. To persuade reader to the story
 - d. To tell reader about the story
 - e. To describe the cat in the stor
9. What is the main topic of the passage?
 - a. Getting around the city
 - b. Parking problem
 - c. The new scooter
 - d. Extra helmet
 - e. Riding to everywhere
10. Why we should be careful with the cars and lorries when using scooter?
 - a. They are big
 - b. They are fast
 - c. They need more space
 - d. They don't always see scooter
 - e. They are terrible

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11. "the road is terrible"

The underlined word has similar meaning with ...

- | | |
|-------------|----------|
| a. Kind | d. good |
| b. Awful | e. great |
| c. Friendly | |

12. What is the communicative purpose of text above?

- | | |
|-------------------------------------|------------------------------------|
| a. To inform reader about the story | d. To amuse reader with the story |
| b. To tell reader about the story | e. To persuade reader to the story |
| c. To describe the new scooter | |

13. What is the story about?

- | | |
|----------------------------|----------------------|
| a. The old-fashioned thing | d. Studying fashion |
| b. The sewing machines | e. Designing fashion |
| c. Loving clothes | |

14. How to adapt the other design?

- | | |
|-------------------------------------|------------------------|
| a. Buying the second-hand clothes | c. Customizing clothes |
| b. Taking things in the clothes off | d. Studying fashion |
| | e. Making things |

15. "I do alterations for my mum..."

The underlined word has closest meaning to ...

- | | |
|-----------------|---------------|
| a. Improvement | d. Refinement |
| b. Modification | e. Upgrading |
| c. Correction | |

16. The purpose of the text above is ...

- | | |
|---------------------------------------|-------------------------------------|
| a. To entertain reader with the story | d. To describe the sewing machined. |
| b. To persuade reader to the story | e. To tell reader about the story |
| c. To inform reader about the story | |



Hak Cipta Dilindungi Undang-Undang

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17. What is the story about?

- | | |
|--------------------|------------------------|
| a. A murderer | d. Best knives |
| b. Cooking | e. Watching Masterchef |
| c. Japanese knives | |

18. When did the speaker get the knives?

- | | |
|-------------------------------------|--------------------------------------|
| a. Buying in the Masterchef program | d. When trying to cook |
| b. When watching Masterchef program | e. When following Masterchef program |
| c. When going to an evening class | |

19. "That sounds a bit sinister"

The underlined word has closest meaning to ...

- | | |
|----------|---------|
| a. Kind | d. Sad |
| b. Bad | e. Good |
| c. Happy | |

20. What is the communicative purpose of text above?

- | | |
|-------------------------------------|------------------------------------|
| a. To inform reader about the story | d. To amuse reader with the story |
| b. To tell reader about the story | e. To persuade reader to the story |
| c. To describe knives | |

GOOD LUCK ☺

UIN SUSKA RIAU

KEY ANSWERS

- 11. B
- 12. C
- 13. B
- 14. A
- 15. B
- 16. D
- 17. C
- 18. B
- 19. B
- 20. C

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Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Result of Pre-Test and Post-Test Control Class

Respondents	Items of the Test																				Correct Answer	Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20		
Student 1	0	1	1	0	0	0	0	1	1	1	0	0	1	1	0	0	1	1	1	1	11	55
Student 2	1	0	1	1	0	1	0	1	1	1	1	0	1	0	0	0	0	0	0	1	10	50
Student 3	0	0	0	0	1	0	0	1	1	0	0	1	1	1	0	1	0	1	0	1	9	45
Student 4	1	0	1	0	0	1	1	1	1	0	0	1	0	0	0	1	0	0	0	1	9	45
Student 5	1	1	0	0	0	0	1	1	1	0	0	1	0	0	0	1	0	0	0	1	8	40
Student 6	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	0	0	0	12	60
Student 7	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	0	0	7	35
Student 8	1	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	0	0	0	0	7	35
Student 9	1	1	0	0	0	0	0	1	1	0	0	1	0	1	0	0	0	0	0	1	7	35
Student 10	1	1	1	0	0	0	1	1	1	0	1	1	0	0	0	1	0	0	0	1	10	50
Student 11	0	1	1	0	1	1	0	1	1	0	0	0	1	1	0	1	1	1	0	1	12	60
Student 12	0	1	0	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	0	0	12	60
Student 13	1	1	1	0	1	1	1	0	1	0	0	0	1	1	0	1	0	0	0	0	10	50
Student 14	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	16	80
Student 15	1	1	1	0	1	0	0	1	1	1	0	0	0	1	0	1	1	1	0	1	12	60
Student 16	1	0	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	0	1	0	10	50
Student 17	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	0	1	7	35
Student 18	1	1	1	0	0	0	0	1	0	1	0	0	1	1	0	1	1	1	0	1	11	55
Student 19	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	1	0	1	0	1	12	60
Student 20	1	1	1	0	1	0	0	0	1	0	0	0	0	1	0	1	1	1	0	1	10	50
Student 21	1	0	0	0	0	0	0	1	0	1	0	1	0	1	0	0	1	1	1	1	9	45
Student 22	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	1	14	70

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, atau pengumpulan data yang wajar.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun.



2. Diarag mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Respondents	Items of the Test																				Correct	Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Answer	
Student 23	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	0	13	65
Student 24	1	1	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	6	30
Student 25	0	0	1	0	1	0	0	1	1	1	0	0	1	1	0	1	0	1	0	1	10	50
Student 26	0	1	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	0	1	6	30
Student 27	1	1	1	0	1	0	0	1	1	0	0	1	1	1	0	1	1	1	0	1	13	65
Student 28	1	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	5	25
Student 29	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	6	30
Student 30	1	1	1	0	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	10	50
Student 31	1	1	0	0	0	1	0	1	0	0	0	0	1	1	0	1	1	1	0	1	10	50
Student 32	1	1	1	0	1	0	0	1	1	1	0	0	0	1	0	1	1	1	0	1	12	60



2. Diarag mengumunkan dan memperbanyak sebagian atau seluruh karya tuils ini dalam bentuk apapun t
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No	Respondents	Items of the Test																				Correct	Score	
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Answer		
1. Dianggap sebagai salah satu faktor yang mempengaruhi prestasi belajar siswa. a. Penelitian hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis, diijinkan tanpa menuliskan nama dan instansi.	Hak Cipta Dilindungi Undang-Undang	Student 1	1	0	0	1	0	0	0	1	1	0	1	0	1	1	0	1	1	1	0	0	10	50
	Student 2	1	1	0	1	1	1	1	1	0	0	0	0	1	0	0	0	1	1	1	0	11	55	
	Student 3	1	1	0	1	0	0	0	1	1	0	1	0	1	1	0	1	0	1	1	0	11	55	
	Student 4	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	0	0	1	1	1	12	60	
	Student 5	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	1	1	1	0	8	40	
	Student 6	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	0	1	0	1	14	70	
	Student 7	1	1	0	0	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	0	11	55	
	Student 8	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	0	1	0	0	0	8	40	
	Student 9	1	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	6	30	
	Student 10	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1	1	15	75	
	Student 11	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	14	70	
	Student 12	0	1	0	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	0	0	12	60	
	Student 13	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	16	80	
	Student 14	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	16	80	
	Student 15	1	1	0	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	0	13	65	
	Student 16	1	1	1	1	1	0	1	1	1	0	0	0	1	1	0	0	0	1	0	0	11	55	
	Student 17	1	1	0	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	9	45	
	Student 18	1	1	1	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	1	0	10	50	
	Student 19	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	0	0	1	0	1	13	65	
	Student 20	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	0	1	15	75	
	Student 21	1	1	0	0	1	1	1	1	1	0	1	0	0	0	1	0	1	1	1	0	12	60	
	Student 22	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	0	0	1	1	1	14	70	
	Student 23	1	0	0	1	1	1	1	1	0	0	0	0	1	0	0	0	1	0	1	0	9	45	
	Student 24	1	1	0	1	1	0	1	0	1	1	0	1	0	0	1	0	1	0	0	0	10	50	
	Student 25	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	16	80	



2. Diarag mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Respondents	Items of the Test																				Correct	Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Answer	
Student 26	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	1	0	10	50
Student 27	1	0	0	1	1	1	1	1	1	0	0	0	0	1	0	1	0	1	0	0	10	50
Student 28	1	1	0	0	1	0	0	1	0	0	1	1	0	1	0	1	1	1	0	1	11	55
Student 29	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	8	40
Student 30	1	1	0	0	1	1	1	0	0	0	0	0	1	1	0	0	1	1	0	0	9	45
Student 31	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	0	1	1	1	15	75
Student 32	1	0	0	0	0	0	0	1	0	1	0	0	1	1	0	1	1	1	1	1	10	50

Result of Pre-Test and Post-Test Experimental Class

Respondents	Items of the Test																				Correct	Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Answer	
Student 1	1	1	0	0	1	0	0	1	0	0	1	0	1	1	0	1	1	1	0	1	11	55
Student 2	1	1	0	0	1	1	0	1	1	1	1	0	0	1	0	1	1	1	0	1	13	65
Student 3	1	1	0	0	1	0	0	1	0	0	1	1	0	1	0	1	1	1	0	0	10	50
Student 4	1	1	0	0	0	0	1	1	1	1	1	1	1	0	0	1	1	0	0	0	11	55
Student 5	1	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	5	25
Student 6	1	1	1	0	0	1	0	1	1	1	1	0	0	1	0	1	0	1	0	1	12	60
Student 7	1	1	1	0	0	0	0	1	0	0	1	1	0	0	0	1	0	1	0	0	8	40
Student 8	1	1	1	0	0	0	0	1	1	0	0	1	1	1	0	1	1	1	0	0	11	55
Student 9	1	1	0	0	1	0	0	1	0	0	1	1	0	1	0	1	1	1	0	1	11	55
Student 10	1	1	0	0	0	1	0	1	0	0	1	1	1	0	1	1	1	0	1	0	11	55
Student 11	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	16	80
Student 12	1	1	1	1	0	1	0	1	1	1	0	0	1	0	0	0	1	1	1	0	12	60
Student 13	1	1	0	0	1	0	0	1	0	0	1	1	0	1	0	1	1	1	0	0	10	50
Student 14	1	1	0	0	1	0	0	1	1	1	1	0	0	1	1	0	1	1	0	0	11	55
Student 15	1	1	1	0	0	0	0	1	1	0	0	1	0	1	0	1	1	1	0	0	10	50
Student 16	1	1	1	0	0	0	0	1	0	0	1	1	0	0	0	1	0	1	0	0	8	40
Student 17	1	0	1	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	0	1	10	50
Student 18	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	1	0	1	1	11	55
Student 19	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	16	80
Student 20	1	1	1	0	0	0	0	1	1	0	1	0	1	1	0	0	1	1	0	0	10	50
Student 21	1	1	0	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	15	75
Student 22	1	1	0	0	0	0	1	0	1	0	1	0	0	1	0	1	0	0	0	0	7	35

1. Diarag mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, atau pengumpulan data untuk keperluan pribadi.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarag mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t



2. Diarag mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Respondents	Items of the Test																				Correct	Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Answer	
Student 23	1	1	1	1	0	0	0	1	1	0	1	0	0	1	0	1	1	0	0	0	10	50
Student 24	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	1	7	35
Student 25	1	1	1	0	0	1	1	0	1	0	1	1	0	0	0	0	0	0	1	1	10	50
Student 26	1	1	0	0	1	0	0	1	1	1	1	0	0	1	1	0	1	1	0	0	11	55
Student 27	1	1	0	0	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	9	45
Student 28	1	0	0	1	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	9	45
Student 29	1	1	0	0	1	0	0	1	1	1	0	1	0	0	1	1	1	1	1	0	12	60
Student 30	1	1	0	0	1	0	0	1	1	1	1	0	1	1	0	1	0	0	0	0	10	50
Student 31	1	0	0	1	0	1	1	1	1	1	1	0	0	1	0	0	1	1	0	0	11	55
Student 32	1	0	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	13	65



2. Diarag mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Respondents	Items of the Test																				Correct	Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Answer	
Student 1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	0	0	13	65
Student 2	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	16	80
Student 3	1	1	1	1	0	1	1	0	0	0	1	0	1	0	0	1	1	1	1	1	13	65
Student 4	1	0	1	1	1	0	0	1	1	0	0	0	1	1	1	1	0	1	1	1	13	65
Student 5	1	1	0	1	0	0	1	1	1	0	0	0	0	0	1	1	0	1	1	1	11	55
Student 6	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	16	80
Student 7	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	0	15	75
Student 8	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	1	1	1	14	70
Student 9	1	1	1	1	1	1	1	0	1	0	0	0	1	0	1	0	0	1	1	1	13	65
Student 10	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	0	1	1	15	75
Student 11	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	17	85
Student 12	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	16	80
Student 13	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	1	1	1	1	1	15	75
Student 14	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	1	1	15	75
Student 15	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	16	80
Student 16	1	1	1	1	0	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	14	70
Student 17	1	0	1	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	12	60
Student 18	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	1	1	0	1	1	13	65
Student 19	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	17	85
Student 20	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	0	1	14	70
Student 21	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	17	85
Student 22	0	0	0	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	0	10	50
Student 23	1	1	1	1	0	0	1	1	1	0	0	0	1	1	1	1	0	0	1	1	13	65
Student 24	1	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	0	1	1	1	10	50
Student 25	1	1	1	0	0	1	1	0	1	0	1	1	0	0	0	0	0	0	1	1	10	50

2. Diarag mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Respondents	Items of the Test																				Correct	Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Answer	
Student 26	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	1	1	0	14	70
Student 27	1	1	1	1	1	1	0	1	1	0	0	0	1	0	1	0	0	1	1	1	13	65
Student 28	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	0	14	70
Student 29	1	1	0	0	0	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	12	60
Student 30	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	0	0	0	0	12	60
Student 31	1	1	1	1	1	1	1	0	1	0	0	0	1	0	1	0	0	1	1	1	13	65
Student 32	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	15	75

DOCUMENTATION

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Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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Hak Cipta Dilindungi Undang-Undang

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FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Tel. : (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 18 Januari 2019

Nomor : Un.04/F.II.4/PP.00.9/1177/2019
Sifat : Biasa
Lampiran : -
Hal : **Pembimbing Skripsi**

Kepada
Yth. Drs. H. Sutarmo, M.Ag.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SHELLA RISMAN PUTRI
NIM : 11414203125
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING STUDENTS' LISTENING COMPREHENSION WITH AUTHENTIC MATERIALS AT THE SECOND YEAR OF SENIOR HIGH SCHOOL 1 TAPUNG
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Shella Ruman Putri

11414203125

7 Mei 2019

URAIAN PERBAIKAN

- Cover
- Change Redaksi judul
- Limitation of the Problem
- Add theory about using Authentic material in listening
- Relevant Research

UIN SUSKA RIAU

Pekanbaru, 7 Mei 2019

Penguji II

Roswati, M.Pd.

Penguji I

Rizki, M.Pd.

Harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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Penelitian

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: Un.04/F.II.4/PP.00.9/16960/2019

Pekanbaru, 15 November 2019

: Bina

: **Pembimbing Skripsi (Perpanjangan)**

Kepada

Yth. Drs. H. Sutarmo, M.Ag.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SHELLA RISMAN PUTRI

NIM : 11414203125

Jurusan : Pendidikan Bahasa Inggris

Judul : THE EFFECT OF USING AUTHENTIC MATERIAL ON STUDENT'S
LISTENING COMPREHENSION AT STATE SENIOR HIGH SCHOOL
SMAN 2 TAMBANG

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag

NIP. 19660924 199503 1 002

mbusan :

kan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

.....
: *Shella Risman Putri*
.....
: *11414203125*
.....
: *Selasa, 7 Mei 2019*
.....
: *The Effect of using Authentic Material*
.....
: *On student's listening comprehension*
.....
: *at state senior high school SMAN*
.....
: *a TAMBANG*
.....
: Proposal ini sudah sesuai dengan masukan dan saran yang
Dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
Rizki Fiprinita, M. Pd.	PENGUJI I		
Roswati, M. Pd.	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Alimuddin, M. Ag.
NIP. 196609241995031002

Pekanbaru,
Peserta Ujian Proposal

Shella Risman Putri
NIM. 11414203125

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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

Jenis yang dibimbing :
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
Nama Pembimbing : Drs. H. Sutarmo, M. Ag.
a. Nomor Induk Pegawai (NIP) :
Nama Mahasiswa : Shella Risman Putri
Nomor Induk Mahasiswa : 11419203125
Kegiatan :

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
10 Januari 2018	Perbaikan Judul		
20 Januari 2018	Grammar		
25 Februari 2018	Penambahan Materi		
20/03/2018	Sec		

Pekanbaru, 20 April 2018
Pembimbing,

NIP.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 01 Oktober 2019 M

: Un-04/F.II/PP.00.9/14500/2019

: Biasa

: 1 (Satu) Proposal

: **Mohon Izin Melakukan Riset**

Kepada

Yth. Gubernur Riau

Ct. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: SHELLA RISMAN PUTRI
NIM	: 11414203125
Semester/Tahun	: XI (Sebelas)/ 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE EFFECT OF USING AUTHENTIC MATERIAL ON STUDENTS' LISTENING COMPREHENSION AT STATE SENIOR HIGH SCHOOL SMAN 2 TAMBANG

Lokasi Penelitian : SEKOLAH MENENGAH ATAS NEGERI 2 TAMBANG

Waktu Penelitian : 3 Bulan (01 Oktober 2019 s.d 01 Januari 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor

Dekan



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag
NIP.19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau

Diundungi Undang-Undang

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a. Pengutipan harus mencantumkan sumber.

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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/26651
TENTANG



182010

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permisian RISET dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 044/PP.00.9/14500/2019 Tanggal 1 Oktober 2019**, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : SHELLA RISMAN PUTRI |
| 2. NIM/ KTP | : 114142031250 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : IMPROVING STUDENTS' LISTENING COMPREHENSION WITH AUTHENTIC MATERIALS AT THE SECOND YEAR OF STATE SENIOR HIGH SMAN 2 TAMBANG |
| 7. Lokasi Penelitian | : SMAN 2 TAMBANG |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 14 Oktober 2019



Penyampaian :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Berangkutan

a. Penelitian hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 17 OCT 2019

Kepada
Yth. Kepala SMAN 2 Tambang

di-
Tempat

800/Disdik/1.3/2019/11825

Biasa

Izin Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/26651 Tanggal 14 Oktober 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : SHELLA RISMAN PUTRI
NIM : 114142031250
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : IMPROVING STUDENTS' LISTENING COMPREHENSION WITH AUTHENTIC MATERIALS AT THE SECOND YEAR OF STATE SEKOLAH MENENGAH ATAS NEGERI 2 TAMBANG

Lokasi Penelitian : SMA NEGERI 2 TAMBANG

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



AHYU SUHENDRA, SE

Pembina

NIP. 19711209 200012 1 006

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

SMA NEGERI 2 TAMBANG

Akreditasi A



HP : 08495016 NSS : 3011406700002 Website : smanegeri2tambang.sch.id Email : sman2tambang@yahoo.co.id
Alamat : Jl. Bupati Desa Kualu Kecamatan Tambang Kabupaten Kampar Kode Pos : 28462

SURAT KETERANGAN SELESAI PRARISET

NOMOR 421.3/SMAN -2 TBG/2019/307

Kepala SMA Negeri 2 Tambang Kecamatan Tambang Kabupaten Kampar Propinsi Riau dengan ini menerangkan bahwa :

Nama : SHELLA RISMAN PUTRI
NIM : 11414203125
Fakultas/ Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
Universitas : UIN Suska Riau

Adalah benar Mahasiswa tersebut di atas telah selesai melaksanakan Prariset di SMA Negeri 2 Tambang, pada tanggal 30 September 2019.

Demikianlah Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya, Terima kasih.

Di keluaran di : Tambang
Pada Tanggal : 30 September 2019



Dr. Hj. YAN BASRITA, M.Si
03 199702 2 001



CURRICULUM VITAE

Shella Risman Putri was born on July, 9th 1996 in Balai Jaya. She lives in Bagan batu. She has finished her study at PPM Al- Majidiyah school in 2008. After that, in 2008, she continued her study at PPM Al- Majidiyah Junior High School and finished in 2011.

Then, in 2011, she continued her study Dinul Hasanah Islamic Senior High School and finished it in 2014. Next, in 2014, she continued her study at State Islamic University of Sultan Syarif Kasim Riau and finished it in 2020, precisely on July, 8th 2020.

In finishing her study at the University to fulfill the requirements for Undergraduate Degree in English Education. She conducted a research from August 2019 by the thesis entitled ***“Improving Students’ Listening Comprehension by Using Authentic Materials at the Second Year of State Senior High School 2 Tambang ”***.

Then, her thesis was finally accepted and approved by the final examination committee for the award of Undergraduate Degree of Education on July, 8th 2020, after the successfully passed in the final examination. She finish her study about 6 years with IPK 3.29 and appropriate to get Undergraduate Degree (S.Pd.)

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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